DOCUMENT RESUME

ED 248 391 CE 039 724

AUTHOR Gysbers, Norman C.
TITLE Create and Use an Individual Career Development Plan. Module CG C-12 of Category C--Implementing. Competency-Based Career Guidance Modules.
INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO ISBN-0-89606-144-2
PUB DATE 83
NOTE 51p.; These materials were also developed by the American Personnel and Guidance Association, the American Vocational Association, the American Institutes for Research, and the University of Missouri-Columbia.
AVAILABLE FROM American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Career Development; Career Education; *Career Guidance; *Career Planning; Competence; Competency Based Education; Counselors; *Counselor Training; Decision Making; Educational Resources; *Guidance Personnel; Learning Activities; Postsecondary Education; Program Implementation; Self Actualization; Self Evaluation (Individuals); Teacher Education
IDENTIFIERS *Career Development Plans

ABSTRACT

This module, which teaches how to develop and use an individual career development plan (ICDP), is one of a series of 41 competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. The competencies upon which these modules are based were identified and verified through a project study as being those of critical importance for planning, supporting, implementing, operating, and evaluating guidance programs. The module, designed for the user, consists of these sections: an introduction, readings, six learning experiences, evaluation techniques, and resources. The learning experiences contain activities for individuals as well as for groups. The competencies in this module include stating the rationale for an ICDP, stating its essential characteristics, identifying its structure, stating the main steps in career decision making, identifying career investigation skills, and stating essential career information management skills. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Create and Use an Individual Career Development Plan

MODULE CG C-12

ED248391

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

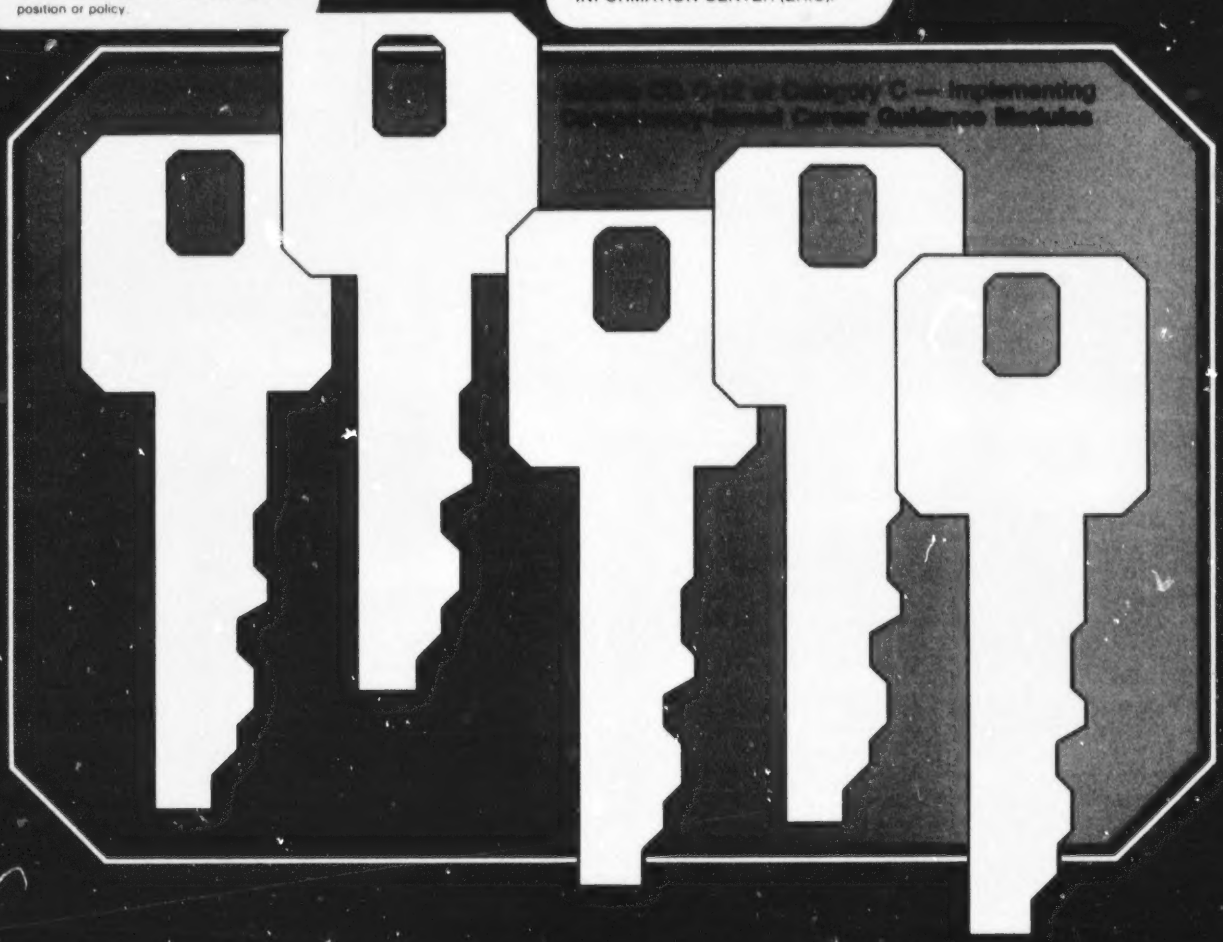
Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Dyer

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

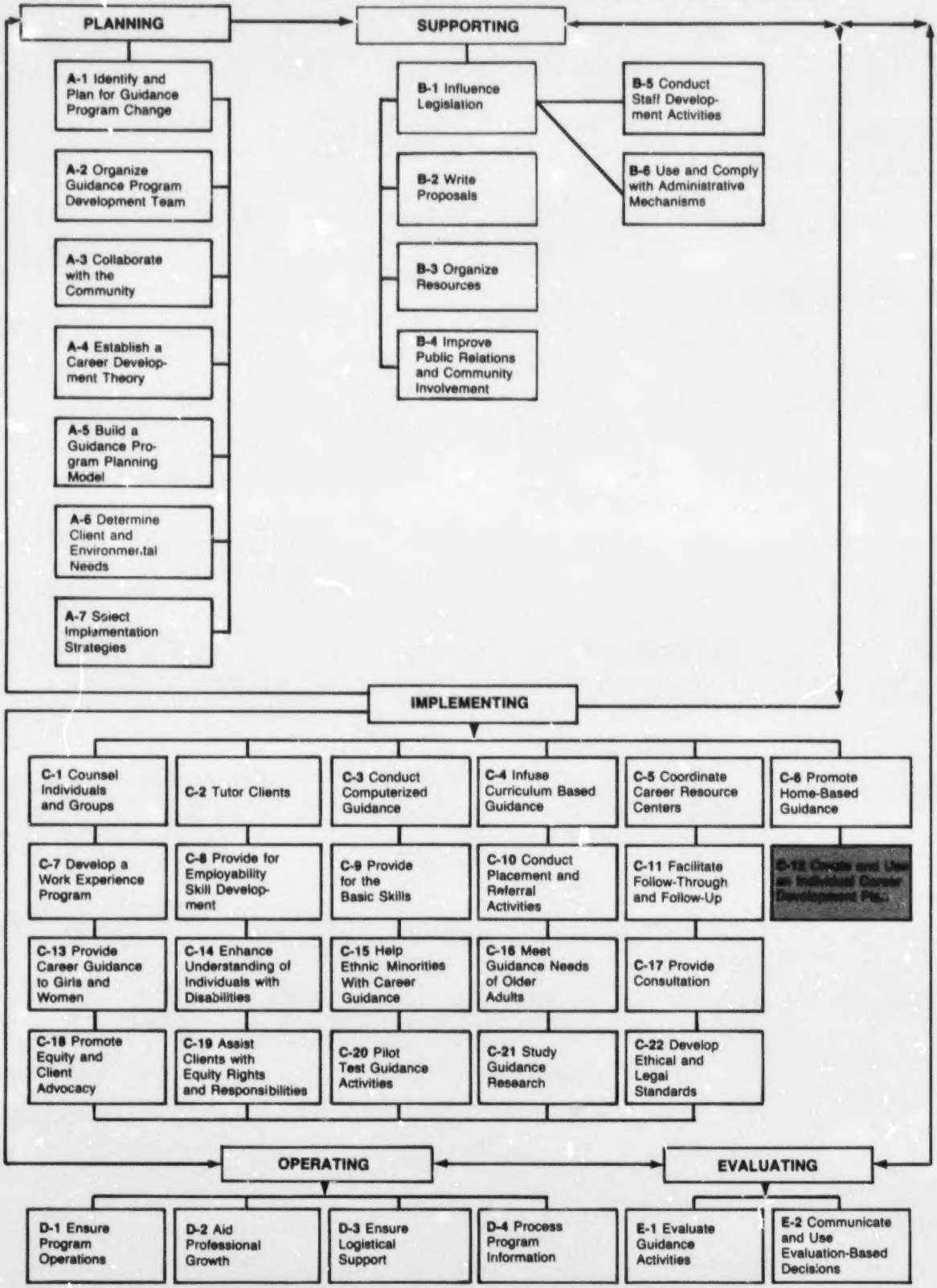


CE039

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS
The National Institute for Instructional Materials
120 Driftmier Engineering Center
Athens, Georgia 30602

COMPETENCY-BASED CAREER GUIDANCE MODULES


PLANNING
A-1 Identify and Plan for Guidance Program Change
A-2 Organize Guidance Program Development Team
A-3 Collaborate with the Community
A-4 Establish a Career Development Theory
A-5 Build a Guidance Program Planning Model
A-6 Determine Client and Environmental Needs
A-7 Select Implementation Strategies
SUPPORTING
B-1 Influence Legislation
B-2 Write Proposals
B-3 Organize Resources
B-4 Improve Public Relations and Community Involvement
B-5 Conduct Staff Development Activities
B-6 Use and Comply with Administrative Mechanisms
IMPLEMENTING
C-1 Counsel Individuals and Groups
C-2 Tutor Clients
C-3 Conduct Computerized Guidance
C-4 Infuse Curriculum Based Guidance
C-5 Coordinate Career Resource Centers
C-6 Promote Home-Based Guidance
C-7 Develop a Work Experience Program
C-8 Provide for Employability Skill Development
C-9 Provide for the Basic Skills
C-10 Conduct Placement and Referral Activities
C-11 Facilitate Follow-Through and Follow-Up
C-12 Create and Use an Individual Career Development Plan
C-13 Provide Career Guidance to Girls and Women
C-14 Enhance Understanding of Individuals with Disabilities
C-15 Help Ethnic Minorities With Career Guidance
C-16 Meet Guidance Needs of Older Adults
C-17 Provide Consultation
C-18 Promote Equity and Client Advocacy
C-19 Assist Clients with Equity Rights and Responsibilities
C-20 Pilot Test Guidance Activities
C-21 Study Guidance Research
C-22 Develop Ethical and Legal Standards
OPERATING
D-1 Ensure Program Operations
D-2 Aid Professional Growth
D-3 Ensure Logistical Support
D-4 Process Program Information
EVALUATING
E-1 Evaluate Guidance Activities
E-2 Communicate and Use Evaluation-Based Decisions

Create and Use an Individual Career Development Plan

MODULE CG C-12

Module CG C-12 of Category C — Implementing
Competency-Based Career Guidance Modules

by Norman C. Gysbers
University of Missouri - Columbia
Columbia, MO

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1983

ISBN 0-89606-144-2

Copyright © 1983 by The National Center for Research in Vocational Education

These materials were developed by the National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio; The American Personnel and Guidance Association, Falls Church, Virginia; The American Vocational Association, Arlington, Virginia; The American Institutes for Research, Palo Alto, California; and the University of Missouri-Columbia, through contracts from the United States Department of Education, Office of Vocational and Adult Education; under the research section of the Educational Amendment of 1976 (P.L. 94-482). The opinions expressed, however, do not necessarily reflect the position or policy of the Department of Education, and no official endorsement by the Department of Education should be inferred.

Published and distributed by the **American Association for Vocational Instructional Materials (AAVIM)**, 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586.

FOREWORD

This counseling and guidance program series is patterned after the Performance-Based Teacher Education modules designed and developed at the National Center for Research in Vocational Education, under Federal Number NE-C00-3-77. Because this model has been successfully and enthusiastically received nationally and internationally, this series of modules follows the same basic format.

This module is one of a series of 41 competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. The competencies upon which these modules are based were identified and verified through a project study as being those of critical importance for the planning, supporting, implementing, operating and evaluating of guidance programs. These modules are addressed to professional and paraprofessional guidance program staff in a wide variety of educational and community settings and agencies.

Each module provides learning experiences that integrate theory and application; each culminates with competency referenced evaluation suggestions. The materials are designed for use by individuals or groups of guidance personnel who are involved in training. Resource persons should be skilled in the guidance program competency being developed and should be thoroughly oriented to the concepts and procedures used in the total training package.

The design of the materials provides considerable flexibility for planning and conducting competency-based preservice and in-service programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities, state departments of education, postsecondary institutions, intermediate educational service agencies, CETA agencies, employment security agencies, and other community agencies that are responsible for the employment and professional development of guidance personnel.

The competency-based guidance program training packages are products of a research effort by the National Center's Career Development Program Area. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing and refinement of the materials.

National consultants provided substantial writing and review assistance in development of the initial module versions; over 1300 guidance personnel used the materials in early stages of their development and provided feedback to the National Center for revision and refinement. The materials have been or are being used by 57 pilot community implementation sites across the country.

Special recognition for major roles in the direction, development, coordination of development, testing, and revision of these materials and the coordination of pilot implementation sites is extended to the following project staff: Harry N. Drier, Consortium Director; Robert E. Campbell, Linda Pfister, Directors; Robert Bhaerman, Research Specialist; Karen Kimmel Boyle, Fred Williams, Program Associates; and Janie B. Connell, Graduate Research Associate.

Appreciation also is expressed to the subcontractors who assisted the National Center in this effort. Drs. Brian Jones and Linda Phillips-Jones of the American Institutes for Research developed the competency base for the total package, managed project evaluation, and developed the modules addressing special needs. Gratitude is expressed to Dr. Norman Gysbers of the University of Missouri-Columbia for his work on the module on individual career development plans. Both of these agencies provided coordination and monitoring assistance for the pilot implementation sites. Appreciation is extended to the American Vocational Association and the American Personnel and Guidance Association for their leadership in directing extremely important subcontractors associated with the first phase of this effort.

The National Center is grateful to the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) for sponsorship of three contracts related to this competency-based guidance program training package. In particular, we appreciate the leadership and support offered project staff by David H. Pritchard who served as the project officer for the contracts. We feel the investment of the OVAE in this training package is sound and will have lasting effects in the field of guidance in the years to come.

Robert E. Taylor
Executive Director
National Center for
Research in Vocational
Education

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Providing information for national planning and policy.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AMERICAN ASSOCIATION
FOR VOCATIONAL
INSTRUCTIONAL MATERIALS
University of Georgia
120 Driftmier Engineering Center
Athens, GA 30602

The American Association for Vocational Instructional Materials (AAVIM) is a nonprofit national institute.

The institute is a cooperative effort of universities, colleges and divisions of vocational and technical education in the United States and Canada to provide for excellence in instructional materials.

Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

ABOUT THIS MODULE

DEVELOP AND USE AN INDIVIDUAL CAREER DEVELOPMENT PLAN

Goal

After completing this module, career guidance personnel will have improved skills to help individuals develop and use an Individual Career Development Plan.

INTRODUCTION 5

READING 7

Competency 1. State the main points of a rationale for the development and use of an Individual Career Development Plan 7

Competency 2. State the essential characteristics of an Individual Career Development Plan 8

Competency 3. Identify a possible Individual Career Development Plan structure 9

Competency 4. State the main steps in career decision making 11

Competency 5. Identify the career investigation skills your clients may need to acquire 12

Competency 6. State the career information management skills your clients may need to learn .. 13

LEARNING EXPERIENCES

1. Rationale for an Individualized Career Development Plan 15
2. Characteristics of a Plan 19
3. Possible Individual Career Development Plan Structures 23
4. Career Decision Making 27
5. Career Investigation Skills 31
6. Career Information Management Skills 35

EVALUATION 39

REFERENCES 47

ABOUT USING THE CBCG MODULES

CBCG Module Organization

The training modules cover the knowledge, skills, and attitudes needed to plan, support, implement, operate, and evaluate a comprehensive career guidance program. They are designed to provide career guidance program implementers with a systematic means to improve their career guidance programs. They are competency-based and contain specific information that is intended to assist users to develop at least part of the critical competencies necessary for overall program improvement.

These modules provide information and learning activities that are useful for both school-based and nonschool-based career guidance programs.

The modules are divided into five categories.

The GUIDANCE PROGRAM PLANNING category assists guidance personnel in outlining in advance what is to be done.

The SUPPORTING category assists personnel in knowing how to provide resources or means that make it possible for planned program activities to occur.

The IMPLEMENTING category suggests how to conduct, accomplish, or carry out selected career guidance program activities.

The OPERATING category provides information on how to continue the program on a day-to-day basis once it has been initiated.

The EVALUATING category assists guidance personnel in judging the quality and impact of the program and either making appropriate modifications based on findings or making decisions to terminate it.

Module Format

A standard format is used in all of the program's competency-based modules. Each module contains (1) an introduction, (2) a module focus, (3) a reading, (4) learning experiences, (5) evaluation techniques, and (6) resources.

Introduction. The introduction gives you, the module user, an overview of the purpose and content of the module. It provides enough information for you to determine if the module addresses an area in which you need more competence.

About This Module. This section presents the following information:

Module Goal: A statement of what one can accomplish by completing the module.

Competencies: A listing of the competency statements that relate to the module's area of concern. These statements represent the competencies thought to be **most critical** in terms of difficulty for inexperienced implementers, and they are **not** an exhaustive list.

This section also serves as the table of contents for the reading and learning experiences.

Reading. Each module contains a section in which cognitive information on each one of the competencies is presented.

1. Use it as a textbook by starting at the first page and reading through until the end. You could then complete the learning experiences that relate to specific competencies. This approach is good if you would like to give an overview of some competencies and a more in-depth study of others.
2. Turn directly to the learning experiences(s) that relate to the needed competency (competencies). Within each learning experience a reading is listed. This approach allows for a more experiential approach prior to the reading activity.

Learning Experiences. The learning experiences are designed to help users in the achievement of specific learning objectives. One learning experience exists for each competency (or a cluster of like competencies), and each learning experience is designed to stand on its own. Each learning experience is preceded by an overview sheet which describes what is to be covered in the learning experience.

Within the body of the learning experience, the following components appear.

Individual Activity: This is an activity which a person can complete without any outside assistance. All of the information needed for its completion is contained in the module.

Individual Feedback: After each individual activity there is a feedback section. This is to provide users with immediate feedback or evaluation regarding their progress before continuing. The concept of feedback is also intended with the group activities, but it is built right into the activity and does not appear as a separate section.

Group Activity: This activity is designed to be facilitated by a trainer, within a group training session.

The group activity is formatted along the lines of a facilitator's outline. The outline details suggested activities and information for you to use. A blend of presentation and "hands-on" participant activities such as games and role playing is included. A Notes column appears on each page of the facilitator's outline. This space is provided so trainers can add their own comments and suggestions to the cues that are provided.

Following the outline is a list of materials that will be needed by workshop facilitator. This section can serve as a duplication master for mimeographed handouts or transparencies you may want to prepare.

Evaluation Techniques. This section of each module contains information and instruments that can be used to measure what workshop participants need prior to training and what they have accomplished as a result of training. Included in this section are a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. The latter contains a set of performance indicators which are designed to determine the degree of success the participants had with the activity.

References. All major sources that were used to develop the module are listed in this section. Also, major materials resources that relate to the competencies presented in the module are described and characterized.

INTRODUCTION

During the past thirty years our society has become very complex. Technology has reached high levels of sophistication resulting in substantial changes in the nature and structure of industries and occupations. Vast changes have also occurred in the nature and structure of our social system. Our values and beliefs about ourselves and the society in which we live and work have changed. So have the ways we approach career planning and career decision making. Today, more than ever before, we are involved in career planning and career decision making activities over our lifetimes. More and more people are looking for meaning as well as money in the work they do.

As these changes have occurred, changes also have occurred in the ways that **people are helped in career planning** and career decision making. As a result, more and better career guidance and counseling techniques, assessment procedures, and career resources are available today. At the same time, career development has been recognized as a lifelong process. Adult career development and in particular career development in business and industry have received increased attention.

Increasing attention is also being given to helping people become more comprehensive and systematic in their career planning and career decision making. More attention is being given to helping people create and manage their own careers in the context of the culture and community in which they live and the businesses, industries, or institutions in which they work. Personal plans of action or individual career development plans are becoming important tools that people are beginning to use to help them meet not only their changing goals, interests, and needs but also the changing needs of society.

A primary goal of career guidance is to assist people in becoming competent, achieving individuals; individuals who can maximize their potential through the effective development and management of their talents. Career guidance programs help individuals develop self-knowledge and interpersonal skills; gain career planning and career decision making skills; and obtain knowledge and understanding of life roles including those of worker, consumer/citizen, learner, individual, and family member. In each of these areas, there are aptitudes, interests, and values to identify and cultivate, and competencies (skills, attitudes, and knowledge) to master in order to approach the goal of becoming competent, achieving individuals. Knowing what resources are available and how to use them is also vital.

One way to assist people in achieving this goal is to help them develop and use a **personal plan of action**--an Individual Career Development Plan. Such a plan can be both an instrument and a process that people can use by themselves or with others to implement and monitor their career development. As an instrument, a plan can provide a place for people to record the aptitudes, interests, values, and competencies they possess, and an opportunity to itemize those they may wish to work on or acquire. It can become an organizer for personal, educational, and occupational information, which can then be updated periodically. As a process, a plan can become a pathway or a guide through which individuals may use the past and the present to look forward to the future. A plan is **not** a track to be followed routinely. It is instead an outline for a personal quest.

Rationale for an Individualized Career Development Plan

Competency 1 — State the main points of a rationale for the development and use of an Individual Career Development Plan.

Changes in Career Guidance Theory and Practice

The development and use of an Individual Career Development Plan are relatively new activities in career guidance programming. Use of an Individual Career Development Plan requires **a developmental view of career guidance**--a view that while present, was not dominant in the theory and practice of career guidance until recently.

The emergence of a developmental view of career guidance took place over many years and was due in part to the substantial changes that took place during those years in the ways career guidance program personnel understood and practiced career guidance. What were some of those changes? Here are a few:

1. In the early years, the emphasis was on occupational choice, particularly in regards to entry-level jobs. This view has given way to a broader, more comprehensive understanding of individuals and their career development over the life span.
2. The notion that an occupational choice is made once and only once during middle or late adolescence has been discarded. We now understand that occupational choices are made throughout the life span.
3. Since career development occurs over the life span, educational, labor, business and industry, and agency personnel have a part to play in stimulating and enhancing such development.
4. Career guidance, once believed to be a simple process of matching people to jobs, is now understood as a complex, dynamic process that involves the career development of individuals and the changing needs and nature of society and the work place.
5. The words "career development," still seen by some as describing the work or occupational development of people, are increasingly being used to represent an individual's whole life. This point of view is clearly stated in a recent definition of career development by Wolfe and Kolb (1979). They defined career development as follows:

> Career development involves one's whole life, not just occupation. As such, it concerns the whole person--needs and wants, capacities and potentials, excitements and anxieties, insights and blindspots, warts and all. More than that, it concerns him/her in the ever-changing contexts of his/her life. The environmental pressures and constraints, the bonds that tie him/her to significant others' responsibilities to children and aging parents, and the total structure of one's circumstances are also factors that must be understood and reckoned with. In these terms, career development and personal development converge. Self and circumstance--evolving, changing, unfolding in mutual interaction--constitute the focus and the dramas of career development (pp. 1-2).

Implications These Changes Have for Practice

The broadened understanding of career guidance that has emerged over the years is that career guidance, as a program, **deals with the developmental concerns of individuals as well as with their immediate concerns and the crises in their lives.** Such thinking has many implications for practice in general and the development and use of an Individual Career Development Plan in particular. Here are some of these implications:

1. **Prediction and Development:** One implication revolves around the words prediction and development. Some career guidance practices stress the assessment of individuals' aptitudes and interests for the purpose of predicting which training program or occupation should be selected. This emphasis, while important, is not sufficient. What is needed in addition to this is attention to personal development--to providing individuals with experiences that help them explore and expand

their aptitudes and interests. When the processes of planning and decision making occur, they can then be based on the broadest and most well-informed perspective possible.

2. **Treatment and Stimulus:** Related to the development and prediction issue is the treatment and stimulus issue raised by Herr and Cramer (1979). They suggested that career guidance can be used as a treatment condition--as a response to a problem already present. They also suggested, however, that career guidance activities can assist individuals in acquiring the knowledge and skills needed to become more effective individuals.

3. **Competencies and Deficits:** To some people, the major emphasis in career guidance is the problems individuals have and the barriers they may face--their deficits. This emphasis is necessary, but it should not be the only one. Other major emphases in career guidance should be on helping individuals to identify the competencies they possess and on providing learning experiences to assist them in developing new competencies. Bolles (1978) developed a procedure for helping people identify what he called "functional/transferable skills" because he was concerned that many people do not think of themselves as having such skills. His notion was that most people possess a substantial number of skills and that the identification of them is an important step in career planning and decision making.

The purpose of this brief discussion is not to set up dichotomies in career guidance personnel's practices between prediction and development, treatment and stimulus, and competencies and deficits. The purpose is to point out the need to include both perspectives. It also is important to highlight the fact that increasing attention is being given to words such as development, stimulus, and competencies. The inclusion of these ideas career guidance practices has opened the door to expanded opportunities for individuals to take charge of their own career development--to be more involved in career planning and decision making. In turn, this increases an individual's receptiveness to using planning devices such as an Individual Career Development Plan.

Characteristics of a Plan

Competency 2

State the essential characteristics of an Individual Career Development Plan

With the increasing popularity of the Individual Career Development Plan, it becomes important to consider some essential characteristics of a plan. A plan has several important qualities. It should be **comprehensive, developmental-ongoing, person centered and person directed, and competency based.**

A Plan is Comprehensive

An Individual Career Development Plan should be a guide to help people manage change in their lives. It should help them define their goals, and identify and expand their competencies, aptitudes, interests, and values. It should be a **record, never completed,** of their past, present, and future experiences and goals. A plan should provide a written way for people to identify and consider who they are, where they are going, and how they are going to get there in terms of life roles such as worker, consumer/citizen, learner, individual, and family member.

A Plan Is Developmental-Ongoing

An Individual Career Development Plan should be designed to be **used throughout the life span.** It should be a document that is never complete, but is always in a state of change. Thus it should contain elements that are responsive to the demands and challenges of different life roles and stages. It should not be a form that is filled out once and only once, but a flexible document that is filled out and modified from time to time as new experiences are anticipated or completed.

A Plan is Person Centered and Person Directed

Individual Career Development Plans should **belong to the people using them.** Plans should not be the property of institutions, businesses, industries, or agencies although they may be kept in these settings for convenience if the individuals involved are working or participating in a career development program in these settings. Also, while a plan is a personal document, by definition many people (in-

cluding business and industry personnel, teachers, counselors, and agency staff members) should be involved in how a plan is created and how it unfolds. However, a plan should remain person centered and person directed.

A Plan Is Competency Based

Personal aptitudes, interests, and values are important elements in the development of Individual Career Development Plans. So, too, the consideration of past and present experiences and achievements is important. To these possible plan elements should be added the idea of competencies. Competencies are skills, knowledge, and attitudes individuals acquire as they learn, work, and live in such settings as the home, school, workplace, and community. An Individual Career Development Plan should have a component that provides an opportunity to **identify and record current competencies** and that helps indicate what **additional competencies** may be needed to respond to future life role needs and challenges.

Possible Individual Career Plan Structure

Competency 3 — **Identify a possible Individual Career Development Plan structure.**

The purpose of this module, as you will recall, is to help you help the individual with whom you work design an Individual Career Development Plan. Up to now, the question "**What should a plan look like?**" has not been addressed. While a specific answer to this question depends upon the needs of the people with whom you work, the following overall structure is suggested.

First, the **life roles** of consumer/citizen, learner, individual, and family member should be used to **provide the main section of a plan.** In addition, it is suggested that each plan contain a section in which individuals can think through and lay out their **career growth plans.** This section of the plan should provide the opportunity to analyze and synthesize information recorded in the life role sections and to generalize these findings to present and future actions.

The structure suggested here lends itself to being organized in a three-ring binder format or a folder with various inserts. A booklet form also could be used. With the increasing availability and use of microcomputers, consideration also should be given to developing a computerized Individual Career Development Plan. Perhaps some combination of paper and pencil and computer might work best. The computer could store information for easy retrieval and the notebook or folder could be used for laying out and monitoring action steps. In its ideal form, an Individual Career Development Plan should enable the person to retrieve information about one's home, insurance policies, health, work record, taxes, family, educational experiences, volunteer opportunities, test data, investments, and so forth at a moment's notice in the privacy of one's own home and then use that information to make decisions about next steps. In the future, microcomputers may be the answer to the full implementation of individual career decision making through the use of an Individual Career Development Plan.

If you adopt the structure that has been suggested, then the major sections of a plan would focus on the activities involved in the life roles of worker, consumer/citizen, learner, individual, and family member. In addition to these sections, a plan could contain a section titled Career Growth Development Plan. This section would provide the space for individuals to analyze, synthesize, and apply the information they gathered in the life role sections. This section of a plan also could provide space where action steps would be recorded and progress toward their completion noted.

The pages in the notebook or folder might be organized by these major headings:

- Worker Role
- Consumer/Citizen Role
- Learner Role
- Individual Role
- Family Member Role
- Career Growth Action Steps

In the life role sections of the notebook or folder, individuals could record a wide range of information.

Here are just a few ideas about the topics of information that could be collected and recorded for each of the life roles.

Worker Role. In this section, individuals could record information about the worker role competencies they possess. A listing of interest and aptitude data also could be included. In addition, tasks performed around home or school and the jobs individuals have had could be recorded.

Consumer/Citizen Role. This section of a plan could include individuals' competencies identified in this area. Special attention could be given to listings of community resources used or those that would be available to be used. Depending upon the age of the person involved, information could be recorded concerning the purchase and maintenance of housing, the investment of money, and legal transactions including the establishment of funds and wills.

Learner Role. In this section, a complete record of individuals' educational experiences and achievements could be recorded and maintained. Official transcripts, listings of learner competencies acquired, listings of informal learning experiences, and extracurricular activities are just a few of the types of learner role information that could be included.

Individual Role. This section could be used by individuals to record and maintain information about themselves including their personal appearance, values, friendships, and leisure time pursuits. In addition, this is the section to record and maintain complete health records. This could include shots received, medication taken, doctor or hospital visits, childhood diseases, and past illnesses.

Family Member Role. The family member role section could be used to record and maintain such information as family background, data about family members and relatives, and possible family crises and what was done to handle them. Other information that could be recorded and maintained here would be data about family milestones or important family related occurrences such as marriages, divorces, illnesses, and birthdays. Short anecdotes about such occurrences also could be included.

Career Growth Action Steps. This section of a plan could provide opportunities to analyze, synthesize, and apply the information recorded in the life role sections of the plan. It should be designed so that individuals think about the information they have recorded in new ways.

More specifically, this section of a plan is where **short-range and long-range goals** could be recorded and monitored. It is where behavioral contracts with self and others could be kept. Possible barriers to the completion of goals could be identified. Friendship and support groups could be noted and possible role models and mentors could be identified, listed, and contacted.

Finally, this is the section where **specific action steps** toward individual career growth could be recorded and monitored. For example, such action steps might list enrolling in a short-term training program to take advantage of a new job opening, reviewing the issues and steps involved in moving from one community to another to accept a new job, or thinking through and listing the activities involved in improving one's physical condition. Such action steps would emerge after individuals have analyzed and synthesized the information recorded in the life role sections of their plans.

Up until this point the focus of this module has been on **developing** an Individual Career Development Plan. Hence attention was given to a rationale, some essential characteristics, and a possible structure for a plan. From this point forward, the focus will be on the knowledge and skills needed by clients **to use** an Individual Career Development Plan. The narrative that follows describes the career decision-making process persons may go through as they use their plans. It also provides a discussion of the career investigation and management skills clients may need as they use their plans to organize and synthesize information so that action steps can be planned and taken.

Career Decison Making

Competency 4 — **State the main steps in career decision making.**

There are many career decision-making models available. A useful one to explain the decision-making process was developed by Tiedeman and O'Hara (1963). It has been modified several times, but the basic steps in the process remain. They are as follows:

Exploration. Until recently, exploration meant looking at educational/training opportunities or the labor market to find the most appropriate training program or occupation. Today, while this is still done, exploration has taken on a new and broader meaning. Today it also means--

- imagining possibilities or alternatives,
- thinking of things differently,
- looking forward to the future,
- trying out new role responsibilities and opportunities,
- freeing oneself from restrictions to see situations in new ways,
- getting in touch with another side of oneself,
- freeing the imagination so that creative thoughts can come to mind.

Crystallization. In this phase of the process, possible alternatives are identified and organized. Patterns of possibilities begin to emerge. The advantages and disadvantages of education or occupational options are ascertained.

Choice. A choice is made at this stage of the process. It may not be the final choice, but a sense of direction has been established. Often a sense of satisfaction and relief is felt when a choice is made.

Clarification. Once a choice is made, statements on the meaning of implications of the choice come next. Plans of action are formulated. Next steps for follow-through are thought out and established.

Induction. In this phase, training, if required, has been completed and the person now comes into contact with the realities of the work place. The difference between theory (training) and practice (work) begins to become apparent. Role conflict issues begin to emerge. Acceptance by others is an important issue.

Reformation. During this phase, individuals try to bring the work environment and the people involved into greater congruence with their own thinking. Just as the term suggests, reform of the situation or people may be attempted. Changes in procedures or other people's behavior are promoted.

Integration. At this point, people accommodate to the work situation or the values involved or they withdraw. This does not mean they lose their values. It means they have learned how to take on the image and values of the work setting to at least some degree.

As you consider this particular model of career decision making, keep in mind that while it is presented as a step-by-step process, there is actually much interaction among the phases. There probably is a good deal of starting, stopping, going back, and repeating behavior. It also is important to remember that the behaviors involved are learned; hence you may need to provide experiences for your clientele to help them adopt, adapt, or create a career decision-making approach that makes sense to them. Do not assume that they know how to do that.

Career Investigation Skills

Competency 5 — **Identify the career investigation skills your clients may need to acquire.**

Among the many kinds of skills that are needed to use an Individual Career Development Plan effectively are those called career investigation skills. These are skills needed by your clients if they are to begin to find their way through the career decision-making process. What are these skills? The first skill is learning how to assess oneself. This is followed by the skill of gathering information.

Learning How to Assess Oneself. There are a variety of ways to help people look at themselves--at their aptitudes, interests, values, and skills. Standardized tests and inventories, in addition to various kinds of checklists, surveys, card sorts, and self-report forms, are available. A recent publication titled *A Counselor's Guide to Vocational Guidance Instruments* (Kapes and Mastie 1982) is an excellent source of information. It provides reviews of most of the currently available career assessment instruments. Another useful resource is the book *What Color is Your Parachute* (Bolles 1982). It contains a skills inventory that is very useful to help people assess themselves. The problem, however, is often not the availability of instruments and techniques to assess oneself, but rather the ability to make decisions about which ones to use and how to organize and use the results as a part of a person's Individual Career Development Plan. One approach to resolve this problem is to use life roles as an organizer to help persons analyze their needs. Then, the aptitudes, interests, values, and skills required to respond to these needs can be identified, worked with, and further clarified. Such roles as worker, consumer/citizen, learner, individual, and family member provide a direct way for people to relate their personal characteristics to their lives. These roles also make sense throughout the stages of life in that most people are involved in these roles, in varying degrees, in one way or another, over their life spans. This is why these roles were recommended as an organizer for the Individual Career Development Plan.

Learning How to Gather Information. By helping people learn how to assess themselves, you are helping them learn how to gather information about themselves. In addition, however, people often need help in learning how to gather information about their community, possible training programs, possible jobs, and so on as a part of career planning and decision making. This skill may be needed by your clientele so that they could develop an Individual Career Development Plan, update a previously developed one, or gather information to make an immediate decision. What is involved in learning how to gather information? Here are a few ideas.

1. **Know the territory!** Help your clientele learn how to know the communities in which they live. This may involve teaching them the idea of labor markets, both external and internal. It also may involve helping them understand the mix of occupations and businesses and industries in their communities.
2. **Use as many sources of information as possible!** Help your clientele learn how to contact local area schools and agencies. Help them learn how to talk with personnel who work in these settings. Help them learn how to contact personnel people in business and industry. Have them read self help books such as the latest edition of *What Color is Your Parachute*? (Bolles 1982). Help them learn how to establish people networks.

Career Information Management Skills

Competency 6

State the career information management skills your clients may need to learn.

Career investigation skills are necessary but are not sufficient to ensure effective planning. What is needed in addition are **career information management skills.** These are skills that allow people to take the information they have gathered and make sense of it. These skills will also help people to put the structure of an Individual Career Development Plan to use. Here are some of the skills you may wish to help your clients develop or polish:

1. **Sorting, Compiling, and Ranking Information.** The Individual Career Development Plan provides a structure to sort and compile information. Also, within various categories, decisions about information may require individuals to develop values clarification skills as a part of their information management.
2. **Evaluating Information Against Appropriate Standards.** The skills involved here include knowledge of appropriate standards and how to apply them. One type of standard to be used might include ethical standards of various professional organizations. Another type that might be used is *Guidelines for the Preparation and Evaluation of Career Information Literature* published by the National Vocational Guidance Association (1980).
3. **Synthesizing Information.** Bringing information together so that it makes sense is a career information management skill. A good structure (plan) or organizer is important, but there is more to it. What also is needed is the skill to see the whole rather than just the parts.
4. **Applying Information.** Even though information is well organized and the parts seem to come together into meaningful groupings, the additional career information management skill of generalizing information is required. This skill involves the ability to take what is learned in one place or situation, see the relationship to another place or situation, and then apply the knowledge to that other place or situation.

Putting All the Pieces Together

The first step in assisting your clients to develop and to use an Individual Career Development Plan is to help them learn how to develop a usable plan structure. The first three competencies of the module were chosen and the accompanying narrative was provided to help you begin thinking about how you might assist your clients achieve this step. The second step in the process is to assist your clients gain the knowledge and skills to gather, analyze, and use information in the career planning and decision-making process. Competencies 4, 5, and 6 of the module focused on this step. The third and final step is assisting your clients put all the pieces together. While this step takes place when you actually work with your clients (and is thus beyond the scope of this module), keep in mind the knowledge and skills involved. Here they are one more time!

Assist your clients in--

- choosing the structure for their plan,
- understanding the career decision making process,
- expanding and extending their career investigation skills,
- improving their career information management skills.

NOTES

Learning Experience 1

Rationale for an Individualized Career Development Plan

OVERVIEW

COMPETENCY	State the main points of a rationale for the development and use of an Individual Career Development Plan.
READING	Read Competency 1 on page 7.
INDIVIDUAL LEARNING OBJECTIVE	List three major points of a rationale for the development and use of an Individual Career Development Plan.
INDIVIDUAL ACTIVITY	Write from memory a paragraph that contains three points of a rationale for the Individual Career Development Plan.
INDIVIDUAL FEEDBACK	Compare your paragraph with the reading and check your underlined points with given samples.
GROUP LEARNING OBJECTIVE	Discuss the practical implications of recent changes in career guidance theory.
GROUP ACTIVITY	Discuss the reasons for having an Individual Career Development Plan.

INDIVIDUAL ACTIVITY

Write from memory a paragraph that contains three points of a rationale for the Individual Career Development Plan.

Please review the reading for Competency 1 on page 7. Then write a paragraph as described above. Finally, underline the three major points you have included that form the basis of a rationale.

18

INDIVIDUAL FEEDBACK

Compare your paragraph with the reading and check your points with the given samples.

Listed below are a few of the points you may have included in your paragraph.

1. Because career development is a lifelong process, individual career planning is needed throughout one's life.
2. The complex nature of career development mandates lifelong planning.
3. Lifelong planning is built on competencies, not deficits.
4. The broad definition of "career" requires a plan that emphasizes life roles.

GROUP ACTIVITY

Discuss the reasons for having an Individual Career Development Plan.

Note: The Individual Activity should be completed before the Group Activity. The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduction	
1. Have participants review the reading for Competency 1 on page 7, or present the information in a lecture format.	
2. Ask participants to complete the Individual Activity.	
B. Small Group Activity	
1. Divide group into small groups of three to five members each.	Provide large sheets of paper and felt-tip markers.
2. Have group members share their paragraphs with each other.	
3. Request each group to record major points on large sheets of paper.	
C. Summary	
1. Reconvene the participants.	
2. Conduct a discussion of the identified points.	
3. Attempt to develop a consensus concerning the major points of a rationale for an Individual Career Development Plan.	

NOTES

Learning Experience 2

Characteristics of a Plan

OVERVIEW

COMPETENCY	State the essential characteristics of an Individual Career Development Plan.
READING	Read Competency 2 on page 8.
INDIVIDUAL LEARNING OBJECTIVE	List three characteristics of an Individual Career Development Plan.
INDIVIDUAL ACTIVITY	List from memory three characteristics of an Individual Career Development Plan.
INDIVIDUAL FEEDBACK	Compare your list of three characteristics with a given list.
GROUP LEARNING OBJECTIVE	Define and appropriately modify the essential characteristics of an Individual Career Development Plan.
GROUP ACTIVITY	Discuss characteristics of an Individual Career Development Plan and modify them as appropriate.

INDIVIDUAL ACTIVITY

List from memory three characteristics of an Individual Career Development Plan.

Review the reading for Competency 2 on page 8. Then list from memory three characteristics of an Individual Career Development Plan.

1. _____

2. _____

3. _____

INDIVIDUAL FEEDBACK

Compare your list of three characteristics with a given list.

Listed below are the essential characteristics of an Individual Career Development Plan. The characteristics are described in the reading on page 8.

1. Comprehensive
2. Developmental Ongoing
3. Person Centered and Person Directed
4. Competency Based

GROUP ACTIVITY

Discuss characteristics of an Individual Career Development Plan and modify them as appropriate.

Note: The Individual Activity should be completed before the Group Activity. The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Preliminary Activities	
1. Have participants review the reading for Competency 2 on page 8, or present the information in lecture form.	
2. Have participants complete the Individual Activity.	
B. Small Group Activity	
1. Divide the group into small groups of three to five members each.	
2. Ask group members to review and record their lists of characteristics and modify the lists as appropriate, adding new characteristics when needed.	Provide large sheets of paper and felt-tip markers.
C. Large Group Summary	
1. Reconvene the total group.	
2. Display the group lists and discuss the results.	
3. Have the group come to a consensus on the essential characteristics of an Individual Career Development Plan.	

NOTES

Learning Experience 3

Possible Individual Career Development Plan Structures

OVERVIEW

COMPETENCY	Identify a possible Individual Career Development Plan structure.
READING	Read Competency 3 on page 9.
INDIVIDUAL LEARNING OBJECTIVE	Describe a structure for a plan and the possible sections within it.
INDIVIDUAL ACTIVITY	Outline on paper a structure for a plan and the possible sections within it.
INDIVIDUAL FEEDBACK	Compare the overall structure and the sections in your outline with those provided.
GROUP LEARNING OBJECTIVE	Outline the structure and sections of a prototype Individual Career Development Plan.
GROUP ACTIVITY	Decide on a structure and sections of a prototype plan.

INDIVIDUAL ACTIVITY

Outline on paper a structure for a plan and the possible sections within it.

Review the reading for Competency 4 on page 9. Then outline a structure for a plan and the possible sections.

INDIVIDUAL FEEDBACK

Compare the overall structure and sections in your outline with those provided.

Listed below are a few of the elements you could have included in your outline.

Structure

1. Three-ring Binder
2. Folder
3. Microcomputer

Sections

1. Worker Role
2. Consumer/Citizen Role
3. Learner Role
4. Individual Role
5. Family Member Role
6. Growth Action Steps

GROUP ACTIVITY

Decide on a structure and the sections of a prototype plan.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Activity	
1. Have participants review the reading for Competency 3 on page 9, or present the information in lecture form.	
2. Divide the group into small groups of three to five members each.	
B. Small Group Activity	
1. Have each small group identify possible plan structures and sections.	Provide large sheets of paper and felt-tip markers.
2. Ask each small group to develop a prototype plan.	
C. Large Group Summary	
1. Bring the small groups together and have each group share their work.	
2. Have the large group decide on a structure plan and the sections of a prototype plan.	

NOTES

Learning Experience 4

Career Decision Making

OVERVIEW

COMPETENCY	State the main steps in career decision making.
READING	Read Competency 4 on page 11.
INDIVIDUAL LEARNING OBJECTIVE	List the seven major steps in the career decision-making process.
INDIVIDUAL ACTIVITY	Compare the career decision-making process you used in making an occupational choice with the career decision-making process described in the reading.
INDIVIDUAL FEEDBACK	Compare your outline of the career decision-making process with that provided.
GROUP LEARNING OBJECTIVE	Describe the implications that a career decision-making model has for career guidance and counselling practice.
GROUP ACTIVITY	Discuss the implications of the career decision-making process on the practice of career counselling.

INDIVIDUAL ACTIVITY

Compare the career decision-making process you used in making an occupational choice with the career decision-making process described in the reading.

Review the reading for Competency 4 on page 11. Then outline the career decision-making process you used when you made an occupational choice. Finally, underline the major steps you followed.

INDIVIDUAL FEEDBACK

Compare your outline of the career decision-making process with that provided.

Listed below are some of the steps you may have included in your outline:

1. Exploration
2. Crystallization
3. Choice
4. Clarification
5. Induction
6. Reformation
7. Integration

GROUP ACTIVITY

Discuss the implications of the career-decision making process on the practice of career counseling.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Have participants review the reading for Competency 4 on page 11, or present the information in lecture form.	
2. Divide the group into small groups of three to five members each.	
B. Small Group Activity	
1. Ask each small group to identify implications of career decision making on the practice of career counseling.	Provide large sheets of paper and felt-tip markers.
2. Have each group record the identified implications.	
C. Large Group Summary	
1. Bring the total group together.	
2. Ask each group to report on the implications.	
3. Have participants discuss how knowledge of career decision making can assist one in using an Individual Career Development Plan.	

NOTES

Learning Experience 5

Career Investigation Skills

OVERVIEW

COMPETENCY	Identify the career investigation skills your clients may need to acquire.
READING	Read Competency 5 on page 12.
INDIVIDUAL LEARNING OBJECTIVE	List and describe two career investigation skills.
INDIVIDUAL ACTIVITY	Write from memory several paragraphs that contain concise descriptions of two career investigation skills.
INDIVIDUAL FEEDBACK	Compare your paragraphs with the reading.
GROUP LEARNING OBJECTIVE	Describe career investigation skills.
GROUP ACTIVITY	Discuss investigation skills in relationship to the clients with whom you and the rest of the group work.

INDIVIDUAL ACTIVITY

Write from memory several paragraphs that contain concise descriptions of two career investigation skills.

Review the reading for Competency 5 on page 12. Then write several paragraphs that contain concise descriptions of two career investigation skills.

INDIVIDUAL FEEDBACK

Compare your paragraphs with the reading.

Listed below are two career investigation skills you should have explained in your paragraphs. More related information is contained in the reading.

1. Learning How to Assess Oneself
2. Learning How to Gather Information

GROUP ACTIVITY

Discuss these skills in relationship to the clients with whom you and the rest of the group work.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Guide	Notes
A. Starting Point	
1. Have participants review the reading for Competency 5 on page 12, or present the information in lecture form.	
2. Divide the group into small groups of three to five members each.	
B. Small Group Activity	
1. Have each small group list the career investigation skills needed by the clients the group's members serve.	Provide large sheets of paper and felt-tip markers.
2. Ask groups to discuss the investigation skills they have listed.	
C. Large Group Summary	
1. Bring the groups together.	
2. Have the small groups share and discuss their lists of investigation skills.	

NOTES

Learning Experience 6

Career Information Management Skills

OVERVIEW

COMPETENCY	State the career information management skills your clients may need to learn.
READING	Read Competency 6 on page 13.
INDIVIDUAL LEARNING OBJECTIVE	Describe career information management skills.
INDIVIDUAL ACTIVITY	Write from memory a paragraph that contains a brief description of three career information management skills.
INDIVIDUAL FEEDBACK	Compare your paragraph with the reading.
GROUP LEARNING OBJECTIVE	Devise two exercises that will help your clients develop or polish their career information management skills.
GROUP ACTIVITY	Devise two (or more) exercises to help your clients develop or polish their skills.

INDIVIDUAL ACTIVITY

Write from memory a paragraph that contains a brief description of three career information management skills.

Review the reading for Competency 6 on page 13. Then write a paragraph as described above.

INDIVIDUAL FEEDBACK

Compare your paragraph with the reading.

Listed below are a few of the skills you could have included in your outline. More information is contained in the reading.

1. Sorting, Compiling, and Ranking Information
2. Evaluating Information Against Appropriate Standards
3. Synthesizing Information
4. Generalizing Information

GROUP ACTIVITY

Devise two (or more) exercises to help your clients develop or polish their skills.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Have participants review the reading for Competency 6 on page 13, or present the information in lecture form.	
2. Divide the group into small groups of three to five members each.	
B. Small Group Work	
1. Have each group identify at least two activities they can use with their clients to develop or polish career information management skills.	Provide large sheets of paper and felt-tip markers.
2. Ask the groups to outline their activities on large sheets of paper.	
C. Large Group Summary	
1. Bring the groups together and have each small group share their activities.	
2. Develop a master list of activities.	

NOTES

EVALUATION

PARTICIPANT SELF-ASSESSMENT QUESTIONNAIRE

1. Name (Optional) _____ 3. Date _____

2. Position Title _____ 4. Module Number _____

Agency Setting (Circle the appropriate number)

6. Elementary School.
7. Secondary School.
8. Postsecondary School.
9. College/University.
10. CETA.
11. Veterans.
12. Church.
13. Corrections.
14. Youth Services.
15. Business/Industry Management.
16. Business/Industry Labor.
17. Parent Group.
18. Municipal Office.
19. Service Organization.
20. State Government.
21. Other.

Workshop Topics	PREWORKSHOP NEED FOR TRAINING *Degree of Need* (circle one for each workshop topic). None	Slight	Some	Much	Very Much	POSTWORKSHOP MASTERY OF TOPICS *Degree of Mastery* (circle one for each workshop topic). Not Taught	Little	Some	Good	Outstanding
1. Developing a rationale for the development and use of an Individual Career Development Plan.	0	1	2	3	4	0	1	2	3	4
2. Identifying the essential characteristics of an Individual Career Development Plan.	0	1	2	3	4	0	1	2	3	4
3. Identifying Plan structure and sections.	0	1	2	3	4	0	1	2	3	4
4. Stating the main steps in career decision-making.	0	1	2	3	4	0	1	2	3	4
5. Identifying career investigation skills.	0	1	2	3	4	0	1	2	3	4
6. Stating career information investigation skills.	0	1	2	3	4	0	1	2	3	4
Overall Assessment on Topic of Developing and Using an Individual Career Development Plan	0	1	2	3	4	0	1	2	3	4

Comments:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

NOTES

Trainer's Assessment Questionnaire

Trainer:_____Date:_____Module Number:_____

Title of Module: _____

Training Time to Complete Workshop: _____ hrs. _____min.

Participant Characteristics

Number in Group_____Number of Males_____Number of Females_____

Distribution by Position

_____ Elementary School	_____ Youth Services
_____ Secondary School	_____ Business/Industry Management
_____ Postsecondary School	_____ Business/Industry Labor
_____ College/University	_____ Parent Group
_____ CETA	_____ Municipal Office
_____ Veterans	_____ Service Organization
_____ Church	_____ State Government
_____ Corrections	_____ Other

PART I

WORKSHOP CHARACTERISTICS--Instructions: Please provide any comments on the methods and materials used, both those contained in the module and others that are not listed. Also provide any comments concerning your overall reaction to the materials, learners' participations or any other positive or negative factors that could have affected the achievement of the module's purpose.

1. *Methods:* (Compare to those suggested in Facilitator's Outline)

2. *Materials:* (Compare to those suggested in Facilitator's Outline)

3. *Reaction:* (Participant reaction to content and activities)

PART II

WORKSHOP IMPACT--Instructions: Use Performance Indicators to judge degree of mastery. (Complete responses for all activities. Those that you did not teach would receive 0.)

	Group's Degree of Mastery				
	Not Taught	Little (25% or less)	Some (26%-50%)	Good (51%-75%)	Outstanding (over 75%)
	Note: Circle the number that best reflects your opinion of group mastery.				
Learning Experience 1					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 2					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 3					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 4					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 5					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 6					
Group	0	1	2	3	4
Individual	0	1	2	3	4

Code:

Little: With no concern for time or circumstances within training setting if it appears that less than 25% of the learners achieved what was intended to be achieved.

Some: With no concern for time or circumstances within the training setting if it appears that less than close to half of the learners achieved the learning experience.

Good: With no concern for time or circumstances within the training setting if it appears that 50%-75% have achieved as expected.

Outstanding: If more than 75% of learners mastered the content as expected.

PART III

SUMMARY DATA SHEET--Instructions: In order to gain an overall idea as to mastery impact achieved across the Learning Experiences taught, complete the following tabulation. Transfer the number for the degree of mastery on each Learning Experience (i.e., group and individual) from the Workshop Impact form to the columns below. Add the subtotals to obtain your total module score.

GROUP		INDIVIDUAL	
Learning Experience		Learning Experience	
1 = score (1-4)	_____	1 = score (1-4)	_____
2 = score (1-4)	_____	2 = score (1-4)	_____
3 = score (1-4)	_____	3 = score (1-4)	_____
4 = score (1-4)	_____	4 = score (1-4)	_____
5 = score (1-4)	_____	5 = score (1-4)	_____
6 = score (1-4)	_____	6 = score (1-4)	_____
Total (add up)	_____	Total (add up)	_____

Total of the GROUP learning experience scores and INDIVIDUAL learning experience scores = _____. Actual Total Score _____ Compared to Maximum Total *_____.

*Maximum total is the number of learning experiences taught times four (4).

NOTES

Performance Indicators

As you conduct the workshop component of this training module, the facilitator's outline will suggest individual or group activities that require written or oral responses. The following list of **performance indicators** will assist you in assessing the quality of the participants' work:

Module Title: *Create and Use an Individual Career Development Plan*

Module Number: CG C-12

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 1: Develop consensus concerning the major points of a rationale.	1. Has the group identified at least three major points such as-- • life span nature of career development, • complexity of career development, • built on competencies, • need for life roles emphasis.
Group Activity Number 2: Develop consensus concerning the essential characteristics of a plan.	1. Has the group identified *at least three major characteristics* of a plan by noting that it should be-- • comprehensive, • developmental-ongoing, • person centered and person directed, • competency based.
Group Activity Number 3: Work on the overall structure of a plan and the sections involved.	1. *Structure* Did the group discuss such things as-- • the overall structure, • a notebook format, • the use of the microcomputer, • a booklet format. 2. *Sections* Did the group discuss such things as-- • worker role, • consumer/citizen role, • learner role, • individual role, • family member role, • career growth action steps.
Group Activity Number 4: Discuss the implications that career decision making may have for practice.	1. Did the group identify and discuss the overall implications of career decision-making model for practice?

Group Activity Number 5:

Discuss the career investigation skills needed by the clientele served.

1. Did the group discuss career investigation skills in relation to the needs of the clients served?

Group Activity Number 6:

Devise two (or more) exercises to help your clients develop or polish their career information management skills.

1. Did the group devise exercises for helping clients develop or polish their career information management skills?

REFERENCES

Bolles, R. N. *The Three Boxes of Life*. Berkeley: Ten Speed Press, 1978.

Bolles, R. N. *What Color Is Your Parachute?* Berkeley: Ten Speed Press, 1982.

Herr, E. L., and Cramer, S. H. *Career Guidance Through the Life Span*. Boston: Little, Brown and Company, 1979.

Kapes, J. T. and Mastie, M. M., eds. *A Counselor's Guide to Vocational Guidance Instruments*. Washington, DC: National Vocational Guidance Association, 1982.

National Vocational Guidance Association. *Guidelines for the Preparation and Evaluation of Career Information Literature*. Washington, DC: National Vocational Guidance Association, 1980.

Tiedeman, D. V., and O'Hara, R. P. *Career Development: Choice and Adjustment*. New York: College Entrance Examination Board, 1963.

Wolfe, D. M., and Kolb, D. A. Career Development, Personal Growth, and Experiential Learning. In *Issues in Career and Human Resource Development*, edited by Judith W. Springer, Madison, WI: American Society for Training and Development, 1979.

ADDITIONAL RESOURCES

Bolles, R.N. *What Color Is Your Parachute?* Berkeley: Ten Speed Press, 1982.

This well-known book presents a creative and practical approach to job hunting. It aids in identifying skills and goals by making the job seeker an active participant. Bolles asserts that employment is not gained by the best qualified person for the job, but by the one who knows most about getting hired. He makes specific suggestions on getting hired: gaining entry into an organization, identifying the person who has the power to hire you, and showing how your skills can help the organization.

Crystal, J.C., and Bolles, R.N. *Where Do I Go From Here With My Life?* New York: Seabury Press, 1978.

This book provides a systematic approach to life/work planning. It is intended for students, instructors, counselors and career seekers. In sixteen sessions, it helps the participant examine himself or herself in depth. After a thorough examination of education, skills, potential contacts, and geographical preference, goals and objectives are made with specific plans to reach them. This manual can be used by individuals working independently or in groups with a trainer.

Djeddah, E. *Moving Up: How To Get High-Salaried Jobs*. Philadelphia: J. B. Lippincott, 1971.

This volume is directed to the successful employed or unemployed individual under fifty-five looking for a high-paying position in management. Djeddah stresses the need for constructing a resume, keeping a list of things to do each day, developing a campaign around the "Nine Ways to Find a Job," and following up interviews with thank-you notes.

Figler, H. *The Complete Job-Search Handbook*. New York: Holt, Rinehart and Winston, 1979.

Figler has intended this book for persons with all levels of job responsibility and career development. Twenty basic lifetime skills are presented which not only integrate the job search into everyday life, but also give lifelong career mobility. The reader is shown how to diagnose his/her situation and how to concentrate on developing skills to suit it. Figler has also included specific plans for special situations.

Irish, R. K. *Go Hire Yourself an Employer*. New York: Anchor Press, 1973.

Irish goes beyond suggestions for charting a plan of attack, knowing strengths and weaknesses, and preparing a resume. He helps the reader identify ways to tap the hidden job market. He suggests, "never interview for a job--always interview for information." Particular attention is paid to self-assessment, presenting yourself in an interview, and making the most of your achievements.

KEY PROJECT STAFF

The Competency-based Career Guidance Module Series was developed by a consortium of agencies. The following list represents key staff in each agency that worked on the project over a five year period.

The National Center for Research in Vocational Education

Harry N. Drier ..... Consortium Director
Robert E. Campbell ..... Project Director
Linda A. Pfister ..... Former Project Director
Robert Bhaerman ..... Research Specialist
Karen Kimmel Boyle ..... Program Associate
Fred Williams ..... Program Associate

American Institutes for Research

G. Brian Jones ..... Project Director
Linda Phillips-Jones ..... Associate Project Director
Jack Hamilton ..... Associate Project Director

University of Missouri-Columbia

Norman C. Gysbers ..... Project Director

American Personnel and Guidance Association

Jane Howard Jasper ..... Former Project Director

American Vocational Association

Wayne LeRoy ..... Former Project Director
Roni Posner ..... Former Project Director

U.S. Department of Education, Office of Adult and Vocational Education

David Pritchard ..... Project Officer
Holli Condon ..... Project Officer

A number of national leaders representing a variety of agencies and organizations added their expertise to the project as members of national panels of experts. These leaders were--

Ms. Grace Basinger
Past President
National Parent-Teacher Association

Dr. Frank Bowe
Executive Director
Ms. Jane Razeghi
Education Coordinator
American Coalition of Citizens with Disabilities

Mr. Robert L. Craig
Vice President
Government and Public Affairs
American Society for Training and Development

Dr. Walter Davis
Director of Education
AFL-CIO

Dr. Richard DiEugenio
Senior Legislative Associate
(representing Congressman Bill Goodling)
House Education and Labor Committee

Mr. Oscar Gjernes
Administrator
U.S. Department of Labor
Division of Employment and Training

Dr. Robert W. Glover
Director and Chairperson
Federal Committee on Apprenticeship
The University of Texas at Austin

Dr. Jo Hayslip
Director of Planning and Development in Vocational Rehabilitation
New Hampshire State Department of Education

Mrs. Madeline Hemmings
Policy Committee Executive
U.S. Chamber of Commerce

Dr. Edwin Herr
Counselor Educator
Pennsylvania State University

Dr. Elaine House
Professor Emeritus
Rutgers University

Dr. David Lacey
Vice President
Personnel Planning and Business Integration
CIGNA Corporation

Dr. Howard A. Matthews
Assistant Staff Director
Education (representing Senator Orrin G. Hatch)
Committee on Labor and Human Resources

Dr. Lee McMurrin
Superintendent
Milwaukee Public Schools

Ms. Nanine Meiklejohn
Assistant Director of Legislation
American Federation of State, County, and Municipal Employees

Dr. Joseph D. Mills
State Director of Vocational Education
Florida Department of Education

Dr. Jack Myers
Director of Health Policy Study and Private Sector Initiative Study
American Enterprise Institute

Mr. Reid Rundell
Director of Personnel Development
General Motors Corporation

Mrs. Dorothy Shields
Education
American Federation of Labor/Congress of Industrial Organizations

Dr. Barbara Thompson
State Superintendent
Wisconsin Department of Public Instruction

Ms. Joan Wills
Director
Employment and Training Division
National Governors' Association

Honorable Chalmers P. Wylie
Congressman/Ohio
U.S. Congress

Published and distributed by the **American Association for Vocational Instructional Materials (AAVIM)**, 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586.

ISBN 0-89606-144-2